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ABSTRACT

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 11, which focuses on communication skills for caregivers. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of effective communication, nonverbal communication, roadblocks to communication, active listening, methods for making oneself understood, steps in problem-solving, talking with coworkers and parents, and giving praise. For each hour, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. (DB)

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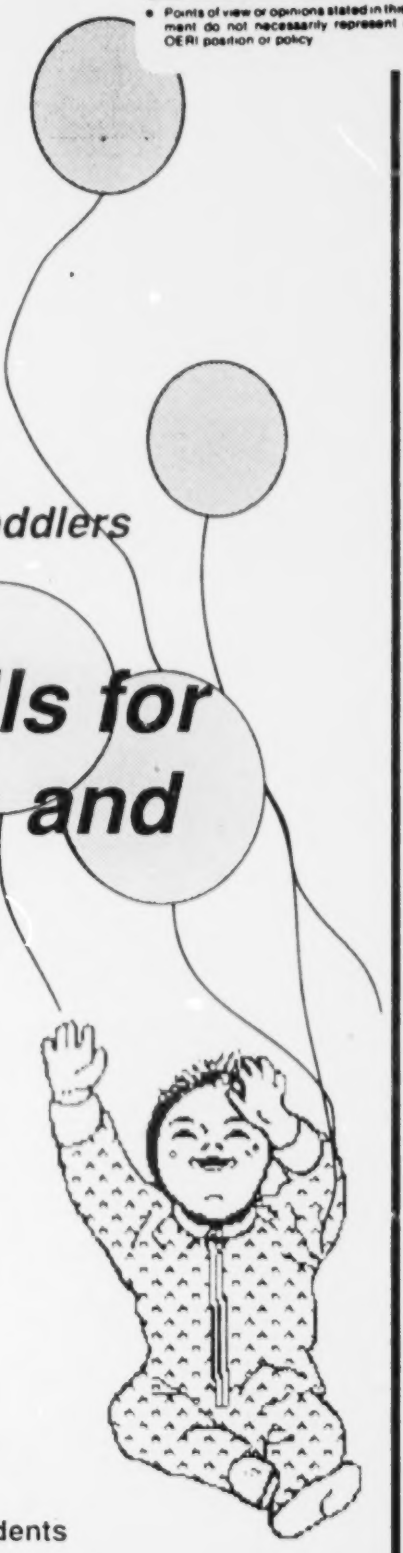
MITCH Module 11

Model of Interdisciplinary Training for Children with Handicaps



A Series for Caregivers of Infants and Toddlers

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals

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MITCH Module 11

Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1990

This training series was developed through the MITCH (Model of Interdisciplinary Training for Children with Handicaps) Project, FDLRS/South Associate Center, Dade and Monroe County Public Schools, and funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under State general revenue appropriation for the Florida Diagnostic and Learning Resources System.

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Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals

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Introduction

Information in the Introduction should be reviewed by each instructor or user of this material. The Users Guide to Series begins on page 5. Information relating to this module begins on page 11.

PROJECT MITCH OVERVIEW

The purpose of the Project MITCH (Model of Interdisciplinary Training for Children with Handicaps) training series is to assist local school districts in Florida in providing interdisciplinary training and resources to parents, non-degreed daycare workers, and healthcare providers who work with special needs infants and toddlers ages 0-5, with emphasis on ages 0-2.

This series was funded by a grant to the Florida Diagnostic and Learning Resources System/South (FDLRS/South), on behalf of the FDLRS Network, from the Florida Department of Education, Bureau of Education for Exceptional Students (BEES).

In 1987, the Florida Legislature designated $100,000.00 of the total appropriation for the FDLRS Network to "expand services to infants and preschool children." The application submitted by Dade County on behalf of the FDLRS/South Associate Center serving Dade and Monroe Counties was selected for funding and was initiated on May 25, 1988. FDLRS/South collaborated with FDLRS/Mailman at the University of Miami and FDLRS/Gateway, serving Hamilton, Columbia, Lafayette, Madison and Suwannee Counties, to complete the work under the grant. Outcomes of the project include:

- assessment of the status of training and resources for the designated population
- design of a collaborative implementation and training model to include development of competencies, replicable training modules which enhance or expand the HRS eight-hour special needs child care module, an adapted training plan for daycare providers, recommendations for curricula to be used in daycare and preschool programs, and recommendations for provision of consultation to parents
- validation of the training modules in Dade, Monroe, and counties served by FDLRS/Gateway
- provision of training for potential instructors and other interested personnel in the 18 FDLRS Associate Center service regions.

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Topics for the eleven training modules, as well as information which provided the basis for the competencies, policy framework, and other products of Project MITCH, were obtained from a literature search, interviews, and letters of inquiry and needs assessments sent to over 600 persons throughout the State of Florida. The modules were written by several authors from various disciplines, including early childhood education, exceptional student education, nursing, occupational and physical therapy, speech and language, nutrition, and social work. Each module was read by several critical readers and was piloted in both north and south Florida at least three times before final rewriting took place.

The training series emphasizes developmentally appropriate practice and normal development as the means for working with youngsters who have special needs. The eleven three-hour modules that currently make up the series have relevance for caregivers of normally developing children as well as caregivers who may be working with children who are handicapped, experiencing delays, or who may be at-risk. Although several of the modules specifically address normal and abnormal development from birth to 36 months of age, the material is also meaningful to caregivers of preschoolers who are chronologically older but who are functioning developmentally within the birth to three year range.

MITCH MODULES

Eleven MITCH training modules have been developed.

(1) *Intellectual Development: What You Can Do to Help*

(2) *Speech and Language Development: What You Can Do to Help*

(3) *The Child Who Seems Different: Meeting Special Needs*

(4) *Family Functioning: The Impact of a Child with Special Needs*

(5) *Listening and Sensory Integration: What to Do Before Speech and Language Develop*

(6) *The Caregiving Environment: Planning an Effective Program*

(7) *Behavior Management: Preventing and Dealing with Problem Behavior*

(8) *Health Care: Infection Control, Medication Administration, and Seizure Management*

(9) *Motor Development: What You Need to Know*

(10) *Nutrition and Feeding Practices: What You Need to Know*

(11) *Working Together: Communication Skills for Parents, Caregivers, and Other Professionals.*

Each of the three-hour modules can be used independently. Although the modules are numbered sequentially, they may be presented in any order since no module provides prerequisite material for another. Each module contains a script for the instructor, activities, references, resource list, and reproducible handouts/overheads. In some cases, a videotape and/or an audiotape and other materials are available to supplement the written material.

MITCH BOOKLETS

Three booklets have also been produced through MITCH. These may be used with modules as indicated or may be used independently. The booklets are listed below:

- *A Simple Introduction to Physical and Health Impairments*, to be used with Module 3
- *Welcome to the World: An Overview of Your Growing Child*, to be used with Modules 1, 2, 3, 6, and 7
- *Curricula for Use with High Risk and Handicapped Infants and Toddlers*, for use as a supplement to the modules.

User's Guide to Series

INSTRUCTOR

Instructor Qualifications

Unless otherwise stated, the MITCH modules are designed to be presented by qualified and credentialed instructors in fields such as early childhood special education, early childhood education, special education, child development, psychology and nursing.

Role of Instructor

Although the modules do contain scripts, the instructor is encouraged to add to them with his own style, personality, anecdotes, information, handouts, references and resources. It is expected that the instructor will exercise judgement in tailoring the material to the needs, interests, and level of the participants. The best presentations will be those that are specifically designed for the participants by the instructor who best knows their needs.

The instructor may change the lecture/discussion and activity ratio depending upon the group's needs. If all modules are being scheduled for presentation within a relatively short period of time for the same group of participants, the instructor may choose among the activities in order to offer variety since several modules share similar types of activities. The instructor will need to plan adequate time in order to become familiar with the material and tailor it to the needs of each specific audience.

A successful presentation of the material is heavily reliant upon an enthusiastic style on the part of the instructor. Suggestions for achieving this include:

- allow for introductions of participants
- accept and acknowledge interaction from all
- paraphrase questions and responses from the participants loudly enough for all to hear
- create a comfortable atmosphere
- summarize the content of each session before closing.

The audience may include a broad range of persons, including those who knowingly work with very young children with special needs, to others who may have children under their care who have special needs that are not yet recognized. The instructor should assist all caregivers in becoming more comfortable with:

- recognizing indicators that a child may be at-risk or may have special needs
- working with that child
- getting additional support and assistance regarding such a child.

It will be important to emphasize that all children are more like one another than they are different. Keeping children in the most natural or normal environment is a major goal for caregivers.

Instructor Preparation and Follow-Through

Prior to presenting any of the eleven three-hour modules, we recommend that each instructor:

- become entirely familiar with the content and format of presentation
- preview any videotape and/or audiotape
- set date for training
- arrange for a comfortable room in which to present the training
- advertise training in a timely fashion (see reproducible flier in Appendix A)
- arrange for the use of an audiocassette player, VHS videocassette recorder, overhead projector and screen, as needed
- photocopy all handouts and the List of Participants
- prepare overhead transparencies and/or other materials
- collect any additional materials not provided in this packet (see materials list)

After presenting any of the eleven three-hour modules, the instructor should:

- photocopy the reminder letter for each participant regarding the return of the Six-Week Follow-Up Activity
- mail the reminder letters three to four weeks after presenting the training module
- collect, or have participants mail, the completed Six-Week Follow-Up Activity
- review completed Six-Week Follow-Up Activity for each participant
- photocopy Certificate of Completion
- complete Certificate of Completion
- deliver or mail Certificates of Completion to each participant who successfully completed the Six-Week Follow-Up Activity

- maintain a complete record of persons who have successfully completed the module, using the List of Participants.

Reproducible copies of the Instructor's Time Table, Advertising Flier, List of Participants, Mailer, and Certificate of Completion are in Appendix A.

THE SESSION

Time

This module, if presented as written, is three hours in length. It may be presented in a single three-hour session, with a 15-minute break after one-and-three-quarter hours, or in three one-hour sessions.

Each module contains a five minute time allotment for opening each hour session, and a five minute time allotment for closing each hour session. If a module is being presented in one three-hour session, the instructor should eliminate the closing time allotment from hour one and the opening time allotment for both hours two and three in order to gain 15 minutes to use for the break. The 15-minute break should occur between presentation of the second and third hours of the module.

It is important to start and end each session on time. Estimates of presentation time are written in the left hand margins for specific segments or activities within each hour. However, the instructor may choose to expand on one or more of these segments or activities while shortening others.

Remember that a limited amount of information that is thoroughly presented will be more meaningful for participants than a larger quantity of information that has been inadequately understood by the participants.

Handouts/Overheads

Each training module comes complete with specially designed handouts. Since the modules complement one another, some handouts and booklets are recommended for use with more than one module. Reproducible originals of these materials are included in each of the appropriate modules. The Curricula booklet is available separately. The instructor should monitor and make decisions regarding reproduction and distribution of all handouts. The instructor also should supplement them with others that are appropriate.

When deciding which of the original handouts to reproduce as overhead transparencies, the instructor should choose only those with print large enough to be seen and easily read when projected on a screen. Many of the originals are not suited for use as overhead transparencies.

It is suggested, in a time saving effort, that all handouts be compiled into a single packet and distributed at the beginning of the first hour if the entire three-hour module is being presented, or at the beginning of each one-hour session if the module is being presented in one-hour segments. Only the handouts that will be discussed during the presentation should be reproduced and handed out. Some of the handouts present main points but are designed so that participants can use them for note taking. This should be called to the attention of the participants when appropriate.

MITCH printed materials may be reproduced and used in a manner that best meets the needs of the participants. Reproducible originals of handouts, overheads, and booklets (excluding the Curricula booklet) are in Appendix B of each module.

Videotapes

Videotapes have been chosen to supplement the material of several of the modules (Modules 1, 2, 3, 4, 6, 7, 8, and 9). All of the tapes will provide valuable information for the instructor, even if the videotape is not used during presentation of the three-hour module. Therefore, it is important for the instructor to view the tape that is associated with a specific module prior to presenting the module.

The videotapes have not been included in the designated time allotments suggested in each of the module manuals. The instructor may wish to substitute all or a part of a videotape for material written in the module, extend the three-hour time period, show the videotape at another session, or leave the videotape with the participants to watch as follow-up. See the Specific Information section of each module regarding the videotape for that module. Videotapes may not be copied without written consent of the producer. Information for obtaining videotapes is also provided in the Specific Information section.

Audiotapes

Audiotapes are recommended for the presentation of Modules 5 and 7. See the Specific Information section of each of those modules regarding the audiotapes. The audiotape presentations have been built into the designated time allotments suggested in each of the module manuals.

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MITCH Theme Music

Included on the reverse side of the two audiotapes, one each in Module 5 and Module 7, is a three-minute segment of the MITCH theme music. The instructor may wish to play this as participants enter the session, as a signal to return from the break or in any other suitable manner.

Attendance

At the opening session of each three-hour module, participants should sign the List of Participants form (see Appendix A). The instructor should use this form to verify attendance for all three hours of training and completion of the Six Week Follow-Up Activity.

Six-Week Follow-Up Activity

Three to four weeks after presenting the training module, the instructor, or another person representing the training agency, should contact all participants to remind them to submit their final Six-Week Follow-Up Activity (see Appendix C). This may be done by phone or by mail using the prepared mailer (see Appendix A).

The instructor, or some other qualified person designated by the instructor, should evaluate the quality and content of the performance of the Six-Week Follow-Up Activity by each participant. This may be done by a visit to each participant's place of work or by having each participant mail the completed follow-up activity form to the instructor. The instructor will prepare and give a Certificate of Completion to every participant whose performance meets the instructor's criteria.

Certificate of Completion

Only those participants who attend all three hours of training and who successfully complete the Six-Week Follow-Up Activity are eligible to receive a Certificate of Completion (see Appendix A).

Record of Completion

The instructor should keep the completed List of Participants forms on file in the training agency. Information should be retrievable by the participant's name.

Specific Information for Presenting Module 11

GOALS AND OBJECTIVES

Goal for Hour 1: Participants will gain knowledge of the nature of communication.

Objective - Participants will gain an understanding of:

- effective communication
- non-verbal communication
- roadblocks to communication.

Goal for Hour 2: Participants will gain knowledge of assertive communication techniques.

Objective - Participants will gain an understanding of:

- methods for making oneself understood
- active listening
- successful speaking and listening methods.

Goal for Hour 3: Participants will gain knowledge of problem-solving, communication methods, and how to give praise.

Objective - Participants will gain an understanding of:

- the steps in problem-solving
- how to feel comfortable when talking with co-workers, parents, and other professionals
- how to give praise.

OTHER RECOMMENDED INSTRUCTORS

Because of the nature of the content of this specific three-hour module, the training agency presenting this module may wish to contact other specialized persons within its local area who are willing to perform this duty, such as:

- social workers
- counselors
- family therapists.

CONTACT LIST

Persons to contact if the instructor has questions regarding this module include:

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EQUIPMENT, MATERIALS, AND SUPPLIES

Equipment

This module can be enhanced with the equipment listed below:

- overhead projector
- projection screen or alternative
- audiocassette recorder.

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Supplies

The instructor should also have the following supplies available:

- chalk
- crayons or markers
- overhead (transparency) pens
- chart paper
- extension cord
- 3 prong/2 prong adapter plug
- masking tape
- transparent tape
- thumb tacks
- extra batteries
- extra pencils for participants.

Materials Contained in This Manual

The following materials are contained in this manual:

- reproducible forms (Appendix A)
- reproducible handouts/overheads and booklets (Appendix B)
- reproducible Six-Week Follow-Up Activity forms (Appendix C).

Videotape

No videotape accompanies this module.

Materials Not Contained in This Manual

In order to present this specific three-hour module, the following materials, which are not included in the packet, need to be obtained by the instructor:

- tagboard or colored paper and envelopes for instructor-made puzzles. One puzzle and envelope will be needed for every four to five persons. See instructions for making these puzzles on the following page (Hour 3).

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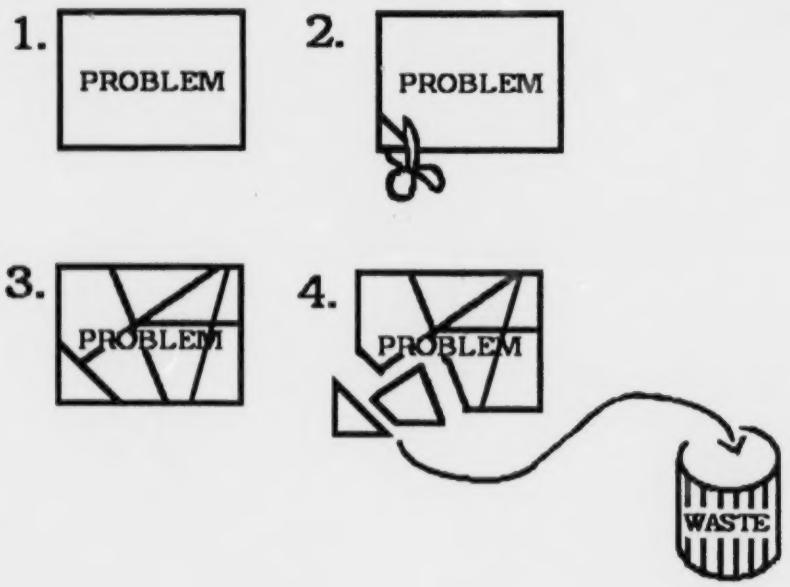
DIRECTIONS FOR MAKING PUZZLES

1. Take one 8 X 11 sheet of different colored paper, or tag board, for each puzzle you wish to make. With a marker, write PROBLEM diagonally across each paper.

2. Then, cut each sheet of paper into 7-9 pieces, using a paper cutter or scissors.*

3. The cut pieces make the puzzle .

4. Before putting the pieces into an envelope, remove and destroy one piece of each color, so that when a group attempts to put the pieces together, one piece will be missing. Therefore, the "puzzle" cannot be made whole.



5. Make enough puzzles so that each group of four to five participants has one.

Module	Hour	Activity
11	3	1a

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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

Module 11

WORKING TOGETHER: Communication Skills for Parents, Caregivers, and Other Professionals

Hour 1

Goal: **PARTICIPANTS WILL GAIN KNOWLEDGE OF THE NATURE OF COMMUNICATION.**

Objectives - ***Participants will gain an understanding of:***

- effective communication
- non-verbal communication
- roadblocks to communication.

5 minutes

GREETING, SIGN IN, DISTRIBUTION OF HANDOUTS

Greet participants and ask them to introduce themselves.

SESSION BEGINS

Say: Our 3-hour module is going to explore the topic of communication between caregivers, including parents, and other professionals such as nurses, doctors, and therapists. It is very important that all of us who work with children understand other adults who work with those same children. This is especially true for children who have special needs.

All too often we hear that parents or caregivers did not understand something they were being told about a child. We also know that sometimes professionals don't hear what parents and caregivers have to say. Today, we are going to review some different ways to help us talk to each other. During our first hour we will discuss what communication is, and we will talk about roadblocks that sometimes keep us from communicating in a positive, fair manner at all times.

During our second hour we will discuss how to make ourselves understood, and we will learn how to listen. Finally, during our third hour, we will talk about how to solve problems and about how a person's feelings affect what they say and what they hear.

We all know how to talk. Today we will learn to further develop our ways of communicating in order to improve our relations with others. This is important, not only at work, but also in our social and home life.

Ask: Are there any questions?

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10 minutes **ACTIVITY: Greeting**

Say: To begin today's session we are going to do an exercise. Please turn to the person next to you, shake hands, and smile as if you were greeting the person for the very first time today.

Instructor asks participants to reflect on their handshake and facial expression, then instructor leads discussion on the message that can be conveyed through handshake to include:

- vigorous handshake conveys enthusiasm and warmth
- weak handshake conveys disinterest, coldness, or shyness
- eye contact is important to convey sincerity
- facial expression conveys a message.

Instructor has participants demonstrate and practice various types of handshakes and facial expressions to further demonstrate message.

Say: Let's summarize what we have learned:

- If you want to shake hands to say hello, make it a firm handshake. But, don't crush the other person's hand. If you tend to do a "cold fish" handshake, the other person might feel that you are afraid to touch them or don't like them.
- If you want to smile, smile with friendliness and sincerity. Don't make a face, or a grimace. Don't make a fake smile. You can use a mirror to see how your smile looks to other people.

Say: Remember, communication takes many forms besides spoken language. The way we say Hello, can make a big difference to the rest of our communication with another person.

15 minutes **LECTURE/DISCUSSION: Communication and Body Language**

Say: We've used the word communication a lot so far. Let's stop for a minute to define the word and

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talk about what it means. What does communication mean to you?

Handout/ Overhead 11-1-1

Instructor reads definition on **Handout/Overhead 11-1-1** and demonstrates or provides examples, or asks others to do so, item by item.

Say: Communication is the process of sharing ideas, thoughts, feelings, and opinions by means of gestures, speech, writing, and body language. Body language is a combination of several things. It includes posture, or how we stand or sit. It includes how we move, for example, easily or abruptly. It also includes our facial expressions.

Actually, body language and gestures are very powerful ways to get a message across. For example, what do you think I am saying?

Instructor demonstrates sitting down next to someone in order to talk with that person. (Pull chair over close to person, sit down, and lean in close. Smile expectantly at the person.)

Say: Yes, I'm saying through body language that I'd like to talk with you and be your friend. Can anyone else help me with this?

Instructor asks for volunteers and instructs them, one at a time in a whisper, to use body language to show:

- they don't want to sit next to someone
- they are bored and not listening
- they are sad or upset.

Have volunteers demonstrate these, one at a time, with participants who are sitting in the group, but do not know what the volunteers were instructed to do.

Say: Good! That gets our message across. Now, can you think of ways you like people to communicate with you?

Instructor writes responses on flipchart or chalkboard and leads discussion, using examples for each point when necessary. Include the following:

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"Keys to Remember When We Are Talking - Communicating":

- Speak to others as you would like them to speak to you.
- Show respect for the other persons (both children and adults).
- Maintain eye contact.
- Listen actively. Let the other person know that you are really listening.
- At times saying nothing, just nodding your head or saying, "Uh-huh," conveys the message that you are listening and accepting what the other person is saying.
- Do not interrupt.
- Use the personal "I" because it expresses your thoughts and feelings, which are as valid as those of anyone else.
- Try not to use "you." When you do, it may appear as if you are accusing or blaming the other person.

15 minutes

ACTIVITY: Listening

Handout/ Overhead 11-1-2

Say: Let's see how much we have learned about talking and communicating. Look at Handout 11-1-2. Let's read it together and answer the questions on the bottom of the page.

Or, instructor may choose persons to come up to the front of the room and role-play Scene 1. After the reading, or role-play, the instructor asks for responses from group. Write responses on flipchart or chalkboard.

Ask: How did Erick's caregiver feel?

Expected response: ignored, angry, frustrated.

Ask: How could Ms. Jones have communicated in a more positive manner?

Expected response: stopped her work in order to listen; established eye contact.

Ask: What was Ms. Jones language saying?

Expected response: "I'm too busy to listen." "I don't want to listen." "What you say is not important."

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Ask: What are your feelings towards Ms. Jones?

Expected response: dislike, anger. Ms. Jones appears to be insensitive, uncaring, and self-centered.

Instructor summarizes. When people don't listen, others feel:

- frustrated
- hopeless
- annoyed
- bad about themselves
- bad about the non-listener.

Handout/ Overhead 11-1-3

Say: Instructor follows same procedure as before for Scene II **(Handout/Overhead 11-1-3)**

Ask: How did Erick's caregiver feel?

Expected response: important, significant, respected, and valued.

Ask: What was Ms. Jones' body language saying?

Expected response: "I'm listening." "I'm interested." "I care about what you have to say."

Ask: How do these two people feel about each other now?

Expected response: They feel mutual respect and liking.

Handout/ Overhead 11-1-4

Say: We all seem to feel good when others really listen to us, and when they think about our ideas. That helps us all work together.

Instructor refers to **Handout/Overhead 11-1-4**

15 minutes

LECTURE/DISCUSSION: Roadblocks

Say: Now, let's talk abut some common roadblocks to communication. That is, let's talk about some of the things we all seem to do that keep us from saying what we really mean, or that keep us from hearing what someone else means.

There are many roadblocks to communication, I will be mentioning the ones that are more common, but

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Handout/ Overhead 11-1-5

if you think of some others please mention them also.

Instructor leads discussion, asking the participants what the problems are with each example below. Also ask for samples. Use **Handout/Overhead 11-1-5**

Roadblocks to communication include:

- Ordering - "Hey, I want to talk to you now!"

  Problem - "Hey" (shows lack of respect).

  - "Now/want" (demonstrate inappropriate ordering).

- Warning/Threatening - "If you don't give me that raise now I'm going to quit."

  Problem - Putting someone on the spot. In this case, the only out might be telling you to go ahead and quit.

- Judging/Criticizing/Blaming - "Hey, can't you ever bring your kid on time?"

  Problem - Parents will feel defensive; child will be embarrassed if old enough; might be upset if younger.

  - "Kid" shows lack of respect.

- Name-Calling - "Child, you are a real idiot!"

  Problem - Makes the person feel bad about self.

  - "Idiot" is derogatory.

- Sarcasm - "Seems like someone got up on the wrong side of the bed today!"

  Problem - Comment is derogatory; put down.

- Diverting - "Mrs. Jones, I wanted to talk to you about your daughter, Maria, but I don't have time."

  Problem - Parent may now become overly concerned because of insufficient information.

  - The message sent is that parent and child are not important and can be ignored.

- Unsympathetic - Mother says, "I'm at the end of my rope with Tyrone." Teacher says, "Oh, forget it, there are others worse than he."

  Problem - Teacher does not care about Tyrone and how his mother feels. His problems are important to his mother, but not to his teacher.

Summary

Say: As we finish this hour I will leave you with the following message. Talk can help, and talk can bring about positive change, but is must be the right kind of talk.

Handout/ Overhead 11-1-6

I have a handout for you to help you remember some of the things we have talked about, but before we review it, are there any questions?

Instructor answers questions and reviews **Handout/Overhead 11-1-6**. If time allows, instructor may ask participants to describe other positive ways to talk to persons and ask them to add these to their handout.

5 minutes
(omit if 3-hour presentation)

END OF HOUR 1: Closing

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Module 11

WORKING TOGETHER: Communication Skills for Parents, Caregivers, and Other Professionals

Hour 2

Goal: **PARTICIPANTS WILL GAIN KNOWLEDGE OF ASSERTIVE COMMUNICATION TECHNIQUES.**

Objectives - ***Participants will gain an understanding of:***

- methods for making oneself understood
- active listening
- successful speaking and listening methods.

5 minutes
(omit if 3-hour presentation) **GREETING, SIGN IN, DISTRIBUTION OF HANDOUTS**

SESSION BEGINS

10 minutes **LECTURE/DISCUSSION: Assertiveness**

Say: During the second hour of this 3-hour module on communication, we will talk about becoming more assertive in our communication with others. Some people think that being assertive means talking loudly, imposing your view on others, and making them accept what you have to say. That is not correct.

Being assertive means expressing your thoughts, feelings, and beliefs in a direct, honest, and appropriate way which does not violate the rights of others. Assertiveness involves respect for yourself by expressing your needs and defending your rights. It also involves respect for the other person's needs and rights.

You may wonder why this is important for us to be talking about today. The reason we want to talk about it is because as we work with others, it is important to be able to get our message across to others, and for others to get their message across to us. Sometimes, we can do this easily with people we see everyday. But, it is often difficult to do with persons we don't see everyday. This seems to be especially true when we come in contact with "experts." For example, lots of times we feel uncomfortable talking with doctors or specialists. Parents often feel uncomfortable talking with teachers, and lots of times teachers feel uncomfortable talking with parents! Most of us feel a little anxious when talking with the "BIG Boss", or with a person who has lots of authority.

When this happens, that is, when we feel uncomfortable, we might not hear what is said,

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we might not ask questions that are important to ask, or we might not say what is important to say.

When we feel we have some tools that we can use to communicate or talk with someone, we feel less anxious or uncomfortable. So, today, we are going to learn and practice some of those tools.

First, one of the most difficult things a person needs to re-learn in order to become assertive, is to say NO. Early in life (approximately around two years of age) children learn to say NO, as a means of becoming independent and expressing their individuality. Unfortunately, this NO is seen by adults as being rude and mischevious. So, children learn that saying NO is not a good idea, because they will get punished, put down, or restricted when they use it.

Ask: Can you remember an incident when you were young, said NO, and you got punished?

- Or -

Recently have you seen an incident wherein a child said NO and the child was punished?

Ask volunteers to describe how they felt or how they think the child felt. Explore feelings, and how common these feelings are in both adults and in children.

Say: Now, as adults, we may have to re-learn how to say NO to others. We may need to begin by realizing that we can't be all things to all people. At the same time, we don't want to be thought of as rude nor do we want to be "punished." We must get over thinking that in order to be helpful, or nice, we must say YES to someone when we actually want to say NO. Does this make sense to you? How many of you have ever said YES to someone in order to be nice or polite, when you really wanted to say NO?

Instructor asks for a show of hands, and then asks for volunteers to give examples and to express how they felt when this occured.

Say: As we mentioned earlier, adults are often still afraid of saying NO to parents, bosses, friends, and lovers. All of these are authority figures of some sort. For many years people, especially women, went along with other people's thoughts and ideas without taking their own feelings into consideration.

Instructor reviews the following by expanding concepts and thoughts presented using own words:

- Your feelings and thoughts are as important as others.
- You don't have to be afraid to express your feelings and thoughts.
- You do not need to change people's viewpoint, but you can express your viewpoint.
- People who do not accept your viewpoint, can still respect your feelings. Those who don't might not be the most appropriate people to spend most of your time with because they make you feel bad. It is important to have positive people in your life.

10 minutes

LECTURE/DISCUSSION: Components of Assertive Communication

Say: The following are components or parts of assertive communication. You may want to write some of these down on your outline.

Handout/ Overhead 11-2-1

Instructor refers to **Handout/Overhead 11-2-1**. Instructor reviews following points and demonstrates good examples, or asks for others to do so:

- Maintain eye contact - don't stare, but look at the person's face.
- Maintain good body posture - don't slouch, stand, sit erect.
- Maintain an appropriate facial expression - don't look like a grouch, but don't give a silly smile either.
- Use an even, well modulated voice - don't yell, speak strongly and clearly.

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- Utilize good timing - don't approach the person when they are occupied in another activity, wait until the person is free to talk with you.
- Listen to the other person - don't be inattentive, listen carefully and show the other person your respect.

Say: Assertive language communicates your needs. It provides positive alternatives to anger or giving in.

The goals of assertive communication are:

- to communicate
- to give and get respect
- to leave room for compromise so that the needs of both persons can be met.

Remind yourself that you are a human being too and therefore just as worthy of respect, help, and love as all of those other human beings out there.

Now let's talk about some tools or methods of being assertive. You may want to take notes on your outline.

Handout/ Overhead 11-2-2

Instructor refers to and reviews **Handout/Overhead 11-2-2**. Ask participants to give other examples after each one given by the instructor. The instructor may wish to divide the large group into pairs to facilitate giving examples to one another. Instructor uses **Handout/Overhead 11-2-2**, or writes "Tools" on chalkboard or flipchart to facilitate note taking.

Tools to Practice:

- Show that you recognize or know the feelings of others.

  Example: "I realize that as the principal you have a lot to do, but it is important that my child's educational plan be reviewed and approved."

- Offer choices.

  Example: "I can't babysit today, but I would be glad to next week."

- Use "I" language.

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Example: "When materials are left all over the floor I get angry because I am concerned they will get ruined."

- Avoid accusing or blaming.

  Example: I need to know more, "please explain what you mean by..."

- If you are rambling, STOP.

  Example: You might sound like this "Well, I know it's hard, but I was thinking that maybe it would be better if I didn't, but I don't want to mess you up because I know you are really busy and I understand that but at the same time life's just crazy right now and I don't have a minute." Talking like this means you are probably being non-assertive or trying to get someone else to make a decision for you.

- Ask for time when you need it.

  Example: "I need to think about that, I'm too upset to decide now how we should handle this. Let me cool down, we will talk later."

  Remember, it's okay to make mistakes, it's okay not to have all the answers.

- Broken record.

  Repeat your needs, without geting upset, or raising your voice. Do not provide additional information.

  Example: Teacher - "Mrs. Fernandez, I would like to talk to you about your son's behavior."

  Mrs. Fernandez - "I don't have time."

Ask: How do we usually answer a response like that? Yes, usually we say it can wait. A better approach would be to continue with.

Example: Teacher - "Mrs. Fernandez, I want to talk about your son now, it is very important."

Mrs. Fernandez - "I need to run."

Teacher - "Yes, but I need to talk to you about your son today."

- Accept yourself.

  No one is perfect. Accepting the things that are negative about yourself is important.

  Example: "Mrs. Garcia, you are late to work today."

If this is true, admit it, instead of defending yourself and causing an argument.

15 minutes

ACTIVITY: Practicing Assertiveness

Say: Now we are going to practice some of what we have learned today.

Instructor has participants form groups of four.

Say: I'd like you to look at these two situations. As you do, I'd like to have your group discuss and decide on an answer to these two questions for each situation:

- Of what is the character afraid?
- How could this situation be handled differently?

Handout/ Overhead 11-2-3

Using **Handout/Overhead 11-2-3** have groups discuss answers to questions. Instructor brings participants back into one group. Instructor then leads discussion. Elaborate on feelings that the groups of people described. Point out that we all feel the same way at one time or another.

Say: I know some other tips we can practice in order to be more assertive. You probably know some also. Let's talk about them. Who can suggest one?

Handout/ Overhead 11-2-4

Instructor writes responses on chalkboard or flipchart. Instructor then refers to **Handout/Overhead 11-2-4**, and leads discussion to include:

- Observe behavior in order to get ideas of ways to respond. This can also tell you a lot about the person you are talking with.
- Keep a log of situations you find difficult.
- Set realistic goals for yourself. Remember you are human. Try not to overextend yourself.
- Concentrate on the specific situation. When you are anticipating being in a difficult situation, practice visualizing yourself there. Imagine what you might feel like.
- Review your responses to such a situation.
- Consider alternative responses.

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- Imagine yourself handling the situation.
- Talk positively to yourself, "I can do it."
- Practice it. Role-play.

10 minutes **ACTIVITY: Role Play**

Instructor relates the following episode(s):

Say: One child in your class, Paul, needs the services of an occupational therapist. Betty, the therapist, comes twice a week to work for 20 minutes with Paul. She comes anytime between 11:30 and 1:00 on Monday or Tuesday and on Friday. When she comes she expects to work with Paul no matter whether he's eating, sleeping, or working in class. Betty becomes very annoyed when Paul isn't "ready" to work with her.

- Or -

You have taken Latasha to her pediatrician, Dr. Scott, for her regular check-up. He carefully examines her, hands you a prescription, and leaves the room. His nurse, Joan, comes in to tell you that you may leave.

(Note to instructor: "prescription" is for vitamins).

Instructor asks participants to close their eyes and visualize themselves in this situation, to imagine how they would feel and think of ways to handle the situation. After a few moments, instructor asks for volunteers to role-play one or both episodes. Instructor may ask for a second set of volunteers to role-play the same situation in an alternative way. Discuss how using the techniques above helped find alternative ways to interact.

5 minutes **LECTURE/DISCUSSION: More Assertiveness Tips**

Say: You are getting better and better at this! Here are a few more assertiveness tips:

Instructor informally talks about the following. Encourage interaction and examples from participants:

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- Becoming assertive does not mean we will get our way. But, we may have to take a risk for what we want. The final objective is peace with ourselves and relief of stress level without hurting another.
- Being assertive breaks the habit of feeling we have to defend ourselves when we hear something we do not like, about ourselves or others.
- Becoming assertive makes us feel good and confident about ourselves. It changes our attitudes about ourselves. It can also change others' attitudes about us.
- The key to developing assertiveness is to practice.
- It is important to practice what you have learned. When you find yourself answering in an angry or hostile way, or if you find yourself saying YES when you want to say NO, talk to yourself about the experience and how you could have handled the situation differently.
- Personal relationships become more authentic and satisfying when we share our honest reactions with other people and do not block other people from sharing their reactions with us.
- When we frequently sacrifice our rights, we teach other people to take advantage of us.
- By being assertive and telling other people how their behavior affects us, we are giving them an opportunity to change their behavior, and we are showing respect for their right to know where they stand with us.

Say: Before we end this session on assertiveness, I want to share this with you.

Speaking in an assertive way might not always get you what you want. However, at least you voiced your opinion and can respect yourself for your behavior. You did your best to establish communication and to express your thoughts and feelings. That in itself makes you a winner.

Say: Finally, remember each of us have our own personal Bill of Rights.

Handout/ Overhead 11-2-5

Instructor refers to and reads **Handout/Overhead 11-2-5**. If time allows, discuss Bill of Rights.

5 minutes

END OF HOUR 2 : Closing

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Module 11
WORKING TOGETHER: Communication Skills for Parents, Caregivers, and Other Professionals

Hour 3

Goal: **PARTICIPANTS WILL GAIN KNOWLEDGE OF PROBLEM-SOLVING, COMMUNICATION METHODS, AND HOW TO GIVE PRAISE.**

Objectives - ***Participants will gain an understanding of:***

- the steps in problem-solving
- how to feel comfortable when talking with co-workers, parents, and other professionals
- how to give praise.

5 minutes
(omit if 3-hour presentation)

GREETING, SIGN IN, DISTRIBUTION OF HANDOUTS

SESSION BEGINS

10 minutes

ACTIVITY: Puzzle

Activity 11-3-1a

Instructor divides participants into small groups of four or five persons. Each small group is given an envelope containing puzzle pieces from which one piece has been removed. (See **Activity 11-3-1a** in the Specific Information for Presenting Module 11 section for directions on how to make puzzles.) Ask groups to put pieces of the puzzle together to form a whole. After three minutes ask if any group has been able to complete their puzzle. Have groups continue to work. After two more minutes ask the question again.

Then, explain that they could not solve their problem because they did not have all of the pieces.

Say: This is what happens when we get together to solve problems at work or at home and we don't have all of the pieces. We just can't do it. This is especially true when more than one person is involved in the problem. We need to have help and information from everyone. We need to listen to what everyone says, and we need to say what needs to be said.

During this last hour of our 3-hour module, we are going to talk about problem solving, about how to feel comfortable talking with co-workers, parents, and professionals, and how to give praise. First, let's explain what we mean when we talk about problem solving. Problem solving means finding an answer or a solution to an unsettling event or condition. It often involves two or more persons who need to agree on a way of dealing with a situation, or on solving the problem.

Problems can be large such as deciding on the best school program for a special needs child to enter, or they may be small such as making sure all staff members, including visiting

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therapists, clean up after themselves. Problems are often a source of distress for those who are involved. Problems make people feel anxious and uncomfortable. Therefore, people sometimes look for the cause of the problem. They look for someone to blame for the problem. But, good problem solving doesn't focus on those things. Good problem solving focuses on finding the solution.

15 minutes

LECTURE/DISCUSSION: Steps in Problem Solving

Handout/ Overhead 11-3-1

Say: Actually, there are several steps that we can follow when we have a problem at home or at work. Let's look at our handout.

Instructor refers to **Handout/Overhead 11-3-1**.

Say: It lists the steps we can follow as we try to solve problems. You may want to take notes on the handout.

Instructor leads discussion on Steps in Problem-Solving utilizing the following material and **Handout/Overheads 11-3-2** through **11-3-8**. (These were adapted from Faber & Mazlish, 1980.) Instructor should elicit as much interaction from participants as possible. Emphasize that there can be more than one correct response. Instructor may generate creative responses from participants, if using overhead transparencies instead of handouts, by covering and not displaying the more acceptable answer that is provided. Ask participants what a good response might be.

Handout/ Overhead 11-3-2 & 11-3-3

Steps In Problem-Solving :

- Name the problem.

  Describe the problem by giving information.

  Be specific to avoid confusion or misinterpretations.

  Information helps to provide a solution while blaming and accusations do not.

Handout/ Overhead 11-3-4

- Talk about your feelings.

  Make no comment about the other's character or personality.

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Handout/ Overhead 11-3-5 & 11-3-6

Expressing honest feelings allows one to be genuine without being hurtful.

Use "I" statements. - "I feel anxious when people are not here on time."

Talk about the other's feelings and needs.

Remember that it is possible to cooperate with someone who is expressing anger if they are not attacking someone else.

- Brainstorm to find a mutually agreed upon solution.

Handout/ Overhead 11-3-7

Make a list of all suggestions.

Don't bring up the past. Stay current.

Be assertive and direct without sarcasm, blame, or hostile comments about other persons.

Avoid using "always" and "never."

Give feedback by restating what the other said.

- Agree upon suggestions

Handout/ Overhead 11-3-8

Discuss all aspects of each suggestion.

Cross suggestions off of your list that are impractical, won't work, or can't be agreed upon.

Make a plan to follow.

Write the plan.

Make a time to meet again to evaluate how well the situation is working.

Say: Remember, when working together to solve problems, you will want to use all that we talked about when we discussed communication earlier.

Ask: What were some of the important things we said to do when talking with someone?

Instructor leads discussion to include:

- Talk with others as you want them to talk with you.
- Show respect.
- Look at people.

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- Listen carefully and show that you are interested.
- Avoid interrupting.
- Avoid the roadblocks we discussed earlier.

10 minutes **LECTURE/DISCUSSION: Building Confidence**

Say: Today, we are reviewing a lot of information about talking with people. One area we want to stress again is how we feel about talking to others. I think that all of us, no matter who we are, sometimes feel uncomfortable talking to certain people. We talked about getting very uptight talking to our boss. How about policemen?

(Instructor may supply different examples here.)

I used to get tongue-tied talking to some parents when I was teaching, and to some teachers after I became a parent! Some people find it very difficult to talk with doctors. They find it difficult to ask doctors questions, so they often come away after seeing one with just as many questions as they had when they went in. Why does this happen?

Instructor fields responses and summarizes that this phenomena is generally caused by feelings and attitudes that cause us to "freeze" and loose our ability to communicate. This can stem from feelings of:

- insecurity
- low self-esteem (feeling you don't know as much)
- fear of authority.

Say: Yes, we tend to have trouble talking with others when we feel somewhat powerless or inferior. Therefore, what we must do is to learn how to get rid of those feelings so that we feel more competent. When people feel competent, they feel more comfortable with themselves and more in control of what happens in their lives. Let's

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talk about some ways we can become more competent in our work-lives. Becoming competent, or able, will give us confidence and will make us feel powerful, rather than powerless.

Handout/ Overhead 11-3-9

Instructor refers to and discusses **Handout/Overhead 11-3-9** (adapted from Karrass and Glasser, 1980).

Instructor leads discussion. Ask participants to offer suggestions for what is meant by each heading below.

Ways To Gain Confidence by Becoming Competent:

- Get involved.

  Help with planning.

  Volunteer and help change things that need to be changed.

  Know what happens in your workplace.

  Go beyond "What I'm paid to do."

- Show commitment and loyalty.

  Demand the best from yourself.

  Expect self-responsibility from others.

  Back up your co-workers and your program.

- Be steady and reliable.

  Be there for co-workers and the children.

  Be responsible.

  Know your role.

  Know how to carry out your duties.

- Be knowledgeable.

  Know how your organization works.

  Know how your organization works with other agencies and support persons.

  Know who people are.

- Set a good example.

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Follow rules.

Don't ask for special privileges.

- Keep growing.

  Continue to learn more about your job, ways to perform your duties, and about the children in your care.

  Remain curious and ask questions.

  Keep your eyes and ears open.

  Continue to attend training sessions.

- Be a team member.

  Groups can often accomplish more.

  Negotiate and compromise.

- Act competent.

  Remind yourself of your skills.

  "Self-talk" to yourself before entering an uncomfortable conversation. Review what you want to say and what you want to know (questions to ask). Rehearse or role play the conversation.

10 minutes **LECTURE/DISCUSSION: Praise**

Say: Yes, we have lots of suggestions now for ways we can become competent and make ourselves feel more capable. As our final topic today, let's take a few minutes to talk about how we can make others feel good. One of the easiest ways to do this is through praise...or is it?

Actually, praising someone should be very thoughtfully done no matter whether we are praising little ones or the adults with whom we live and work. Remember, all of us enjoy praise, and all of us can give praise. We can give it to our husbands and wives, co-workers, and bosses. We can give it to children or persons who work for us. But, what are the things we should think about when we give praise?

Handout/ Overhead 11-3-10

Instructor leads discussion and listens to answers. Write them on chalkboard or flipchart. Include the following. Have participants give several examples of each principle. **Handout/Overhead 11-3-10** (adapted from Ginott, 1972) may be given or referred to, after or during discussion.

How to Give Praise:

- Praise the act, not a character trait.

  Positive evaluations may have negative implications.

  Judgmental praise may create anxiety.

  Poor example: "You are perfect," "Good girl!" (If you are "perfect" or "good" this time, what were you last time?).

Ask: How else could one give praise for a job well done?

Examples: "You set the table with every item placed where it should be." or, "The papers were completed in a careful, thoughtful manner."

- Avoid praising expected behavior, instead express appreciation and feelings of enjoyment.

  Having things go well is expected. Praising such behavior depreciates it.

  Praising everything, all the time, makes praising meaningless.

Ask: How else could one give praise for having a co-worker carry out all steps of a task?

Example: "It was a pleasure to work with you. You covered every step thoroughly. Thank you for making it so worthwhile."

- Recognize a person's feelings and avoid evaluation.

  Example: (a co-worker says) "This piece of work that I did looks awful."

  A good response might be: "It didn't turn out the way you wanted."

- Identify what is being praised.

  Describe performance or product.

  Avoid evaluation.

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Poor example: "What a great job you did."

Ask: How else could one praise a person's work with a child?

"Beth, you had Jason working a full 10 minutes and presented him with a wide variety of tasks. He looked happy and pleased."

- Be creative and descriptive.

  Avoid cliches, such as good, great, wonderful, terrific.

  Poor example: "Terrific report!"

Ask: How else could someone praise another's efforts to write behavioral observations?

"Anne, your behavioral observations were clearly written and contained excellent detail. They made me feel like I really knew the child even though I've never seen him."

- Personalize praise.

  Use the person's name, especially in written comments.

  "Peggy, you handled your conversation with Mrs. Fritz with care and sensitivity."

5 minutes

Summary

Instructor leads discussion asking participants to briefly summarize what they learned in this 3-hour module:

Handout/ Overhead 11-1-1

- What is communication?

See **Handout/Overhead 11-1-1**.

- What is non-verbal communication?

  Body language and facial expression, handshake.

Handout/ Overhead 11-1-5

- What are roadblocks to communication?

See **Handout/Overhead 11-1-5**.

- What is assertiveness?

  Involves letting your own thoughts, ideas, and wishes be known while listening to and respecting the thoughts, ideas, and wishes of others.

- What is active listening?

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Handout/ Overhead 11-3-1

Handout/ Overhead 11-3-9

Handout/ Overhead 11-3-10

Listening and saying back to speaker what was said.

- What are the steps in problem solving?

See **Handout/Overhead 11-3-1**.

- What are the steps in confidence building?

See **Handout/Overhead 11-3-9**.

- Suggest ways to praise.

See **Handout/Overhead 11-3-10**.

Ask: Are there any questions?

5 minutes

Explanation of Six-Week Follow-Up Activity.

Give participants the phone number at which you can be reached should there be any questions regarding the follow-up activity.

END OF HOUR 3 : Closing

Resource List

Faber, A., & Mazlish, E. (1982). How to talk so kids will listen and listen so kids will talk. New York: Avon Books.

Ginott, H. (1972). Teacher and child. New York: MacMillan.

Gordon, T. (1974). T.E.T. (Teacher Effectiveness Training). New York: Peter A. Wyden.

References

Buscaglia, L. F. (1985, June 20). Living and loving column. West Kendall Gazette. p.5.

Cole, J., & Laibson, H. (1982, September). When parents argue (and kids listen). Parents Magazine. pp. 58-63.

Faber, A., & Mazlish, E. (1980). How to talk so kids will listen and listen so kids will talk. New York: Avon Books.

Ginott, H. (1972). Teacher and child. New York: MacMillan.

Gordon, T. (1974). T.E.T. (Teacher Effectiveness Training). New York: Peter A. Wyden.

Karrass, C. L., & Glasser, W. (1980). Both-win management. Los Angeles: William Glasser.

Triec, H., & Marg, A. Humor power, how to get it, give it & gain. Garden City, NY: Donsledag & Co.

Wittmer, J., & Myric, R.D. (1980). Facilitative teaching: Theory and practice (2nd ed.). Minneapolis: Educational Media Corp.

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Appendix A

Reproducible Forms for Three-Hour Module

Form	Copies to make
• Instructor's Time Table and Notes (2 pages)	• 1 per instructor
• Advertising Flier	• As needed
• List of Participants	• Varies - usually 6 to 8
• Follow-Up Mailer (2 pages)	• One per participant

Note: Reproduce mailer as one two-sided page by photocopying the second page on the reverse side of the first. This mailer may be reproduced on agency letterhead.

• Certificate of Completion (1 page)	• 1 per participant

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Instructor's Time Table and Notes

MITCH Module Title: _____

Training Location _____

Date_____

Instructor_____

Preparation

Date	Task	Completed
_____	Review module	_____
_____	Preview videotape* and audiotape	_____
_____	Arrange for guest speaker*	_____
_____	Set date	_____
_____	Arrange for room	_____
_____	Arrange for A-V equipment*	_____
_____	Advertise	_____
_____	Photocopy all handouts	_____
_____	Prepare any overheads	_____
_____	Collect additional materials	_____

Notes for Training
Hour 1:

Hour 2:

*** if applicable**

Trainer's Time Table and Notes, continued
Hour 3:

Six-Week Follow-Up Activity

Date	Task	Completed
_____	Copy letters	_____
_____	Send letters	_____
_____	Collect activity	_____
_____	Review activity	_____
_____	Copy certificate	_____
_____	Prepare certificate	_____
_____	Deliver certificate	_____
_____	Record trainees who have completed module	_____
_____	Maintain List of Participants on file	_____

Notes:

Coming . . . MITCH Module 11

WORKING TOGETHER:

Communication Skills for Parents, Caregivers, and Other Professionals

TRAINING FOR CAREGIVERS OF INFANTS AND TODDLERS

Date ..... Time .....

Location .....

Training Agency .....

For information and/or registration, call .....

.....

.....

LIST OF PARTICIPANTS

SIGN IN SHEET
MITCH Module

MITCH module title _____

Training date _____

Training location _____

Instructor _____

Hours Attended			
1st	2nd	3rd	*FA

Please PRINT your name, social security number, home mailing address, phone and place of work.

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

*** Follow-Up Activity completed**

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Dear

This is to remind you that the Six-Week Follow-Up Activity for MITCH Training Module # _____

Title: _____

is due _____/ _____/ _____.

Please submit your Follow-Up Activity to:

_____

_____

_____

_____

If you have any questions, please call:

_____ *telephone* _____.

Sincerely,

Staple

Fold #2

From: MITCH Module Training

To:

Fold #1

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Certificate of Completion

MITCH

Model of Interdisciplinary Training for Children with Handicaps

_____

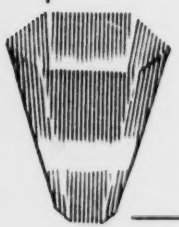
has completed all requirements for MITCH Module 11, entitled:

WORKING TOGETHER: COMMUNICATION SKILLS FOR PARENTS, CAREGIVERS, AND OTHER PROFESSIONALS

_____
Instructor

_____
Training Agency

_____
Date



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This training module was developed by the MITCH Project, the Florida Diagnostic and Learning Resources System/South Associate Center, and the Bureau of Education for Exceptional Students, Florida Department of Education

Appendix B

Reproducible Copies of Handouts/Overheads/Booklets

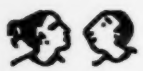
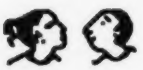
Note:

Each handout is numbered in a three-digit code such as: Handout 3-1-4. The first digit (3 in example) refers to the module number. The second digit (1 in example) refers to the hour of the Module, while the last number (4 in example) refers to the number of the handout itself. Consequently, the example number above denotes the fourth handout to be used during the first hour of Module 3.

COMMUNICATION

COMMUNICATION IS THE PROCESS OF

sharing ideas, thoughts, and opinions

 **among people** 

by means of

gesture, speech, writing, and/or

body language*.

*A combination of posture, movement and facial expression.

Module	Hour	Handout
11	1	1

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Scene I

Erick's caregiver: (to daycare center director who is working at her desk): Ms. Jones, I'd like to talk with you about Erick. (Pause) Do you hear me?

Ms. Jones: (continues to work at desk, does not look up): I can hear you, go on.

Erick's caregiver: I feel that Erick might be having some problems. His attitude has changed, he seems angry, he has become aggressive, and he is not participating in activities. (Ms. Jones continues to work without looking up.) Do you hear me?

Ms. Jones: I'm listening to every word.

Erick's caregiver: No, you're not! You haven't looked up from your work once!

Ms. Jones: (does not look up): I can listen and do my paperwork at the same time. (She keeps busily working.)

Erick's caregiver: Oh, forget it! (Walks out of office.)

How did Erick's caregiver feel?

How could Ms. Jones have communicated in a more positive manner?

What was Ms. Jones language saying?

What are your feelings towards Ms. Jones?

Module	Hour	Handout
11	1	2

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Scene II

Eric's caregiver: (to daycare center director who is working at her desk): Ms. Jones, I'd like to talk with you about Erick.

Ms. Jones: (puts down pencil, looks up at caregiver, folds hands on desk and leans forward to listen): OK, please sit down. Tell me about Erick.

Erick's caregiver: I feel that Erick might be having some problems. His attitude has changed, he seems angry. He's become aggressive, and he is not participating in activities.

Ms. Jones: Hmmm, when did you notice these changes in his behavior?

Erick's caregiver: Oh, beginning about one week ago.

Ms. Jones: Maybe we should call his parents to see if there has been any change at home. What do you think?

Erick's caregiver: That's a good idea. I'll get their phone number.

How did Erick's caregiver feel?

What was Ms. Jones' body language saying?

How do these two people feel about each other now?

Module	Hour	Handout
11	1	3

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When you listen, you make
the other person feel important.

LISTENING is a very important part of communication.

Module	Hour	Handout
11	1	4

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ROADBLOCKS TO COMMUNICATION

ORDERING

WARNING/THREATENING

JUDGING/CRITICIZING/BLAMING

NAME-CALLING

SARCASM

DIVERTING

UNSYMPATHETIC

Module	Hour	Handout
11	1	5

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WHEN YOU TALK TO SOMEONE

Talk with them as you want them to talk with you.

Show respect.

Look at people.

Listen carefully, and show that you are interested.

Don't interrupt.

Talk about "I", not "You".

Module	Hour	Handout
11	1	6

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ASSERTIVE COMMUNICATION

Assertive Communication:

- **Maintain eye contact.**
- **Maintain good body posture.**
- **Maintain an appropriate facial expression.**
- **Use an even, well modulated voice.**
- **Utilize good timing.**
- **Listen to the other person.**

Module	Hour	Handout
11	2	1

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Assertiveness

TOOLS TO PRACTICE

- Show you know how others feel.
- Offer choices.
- Use "I" language.
- Avoid accusing or blaming.
- If you ramble, STOP.
- Ask for time if you need it.
- Be a "broken record."
- Accept yourself.

Module	Hour	Handout
11	2	2

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How can these situations be handled differently?

For each situation:

- Of what is the character afraid?
- How could this situation be handled differently?

Situation I

Center Director: Penny, I need to speak to a group of 150 parents at the day-care conference tomorrow but something came up. Can you do it?

Penny: Oh sure, no big deal. (To herself: Oh no! What have I done!)

Situation II

Parent (to caregiver): I want to shop after work tonight. Can you keep my children, Katie and Jeff, until I get back?

Caregiver: What time will that be? We close at 6:00.

Parent: Oh, probably 6:00, but maybe 8:00.

Caregiver: I like the kids. I'd like to help, but . . .

Parent: Thanks! I knew you wouldn't let me down. I knew I could count on you. I saw this darling dress I just have to have. I'll think of you everytime I wear it.

Caregiver: Well, okay. I'll stay with the kids until you come back. (To self: I wonder if she'll get back in time so I can get my own grocery shopping done?)

More on Assertiveness

- Observe behavior in order to get ideas of ways to respond.
- Keep a log of situations you find difficult.
- Set realistic goals for yourself.
- Concentrate on the specific situation visualizing yourself there. Imagine what you might feel like.
- Review your responses to such a situation.
- Consider alternative responses.
- Imagine yourself handling the situation.
- Talk positively to yourself.
- Practice it.

Module	Hour	Handout
11	2	4

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Every Person's
BILL OF RIGHTS

THE RIGHT to be treated with respect.
THE RIGHT to have and express your own feelings.
THE RIGHT to say "no" and not feel guilty.
THE RIGHT to change your mind.
THE RIGHT to say "I don't know."
THE RIGHT to feel and express anger.
THE RIGHT to feel and express a healthy competitiveness and achievement drive.
THE RIGHT to be treated as a capable human being and not be patronized.
THE RIGHT to have your needs be as important as the needs of other people.
THE RIGHT to make mistakes.
THE RIGHT to do things that other people may not approve of.
THE RIGHT to do less than you are humanly capable of doing.
THE RIGHT to ask why.
THE RIGHT to ask for help or assistance.
THE RIGHT to have and express your own opinions.

Author Unknown

Module	Hour	Handout
11	2	5

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STEPS IN PROBLEM-SOLVING

- **Name the problem.**

- **Talk about feelings.**

- **Brainstorm.**

- **Agree upon suggestions.**

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Adapted from Faber, A. & Mazlish, E. (1980).

Module	Hour	Handout
11	3	1

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NAME THE PROBLEM: DESCRIBE

Describe what you see, or describe the problem.

Instead of:

Describe:

Module	Hour	Handout
11	3	2

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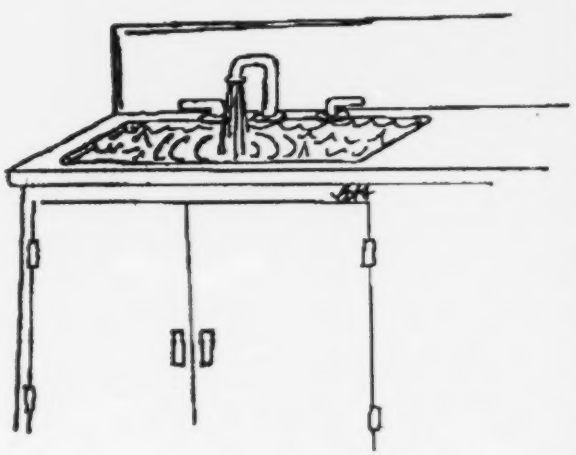
NAME THE PROBLEM: DESCRIBE

Describe what you see, or describe the problem.

INSTEAD OF:

Aide (to co-worker): You're so irresponsible. You always start the faucet and then forget about it. Do you want to start a flood?



DESCRIBE:

Aide: Patty, the water in the sink is getting close to the top.

INSTEAD OF:

Director: Go get those outside toys. You never put things away.

DESCRIBE:

Director: It looks like rain and it's getting dark. Please go out and bring in the outdoor toys.

Teacher: I'll go right out. I should have remembered to bring them in when we finished using them since we were the last group to go outside. You asked me to do that last week, didn't you?

Director: Yes, I did. I know you'll remember tomorrow.

Module	Hour	Handout
11	3	2 (con't.)

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NAME THE PROBLEM: BE SPECIFIC

INSTEAD OF

Lead Teacher: It would never occur to you to give me a hand with the work, would it?

Be specific

Lead Teacher: It would be very helpful if the table was prepared for lunch now.

INSTEAD OF

Aide: Who poured the milk and left the bottle standing out?

Be specific

Aide: Milk turns sour when it isn't refrigerated.

Module	Hour	Activity
11	3	3

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TALK ABOUT FEELINGS

By describing what we feel, we can be genuine without being hurtful.

INSTEAD OF:

TALK ABOUT FEELINGS:

Module	Hour	Handout
11	3	4

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Talk About Others' Feelings and Needs

I'VE BEEN THINKING THAT IT PROBABLY ISN'T EASY FOR YOU THERAPISTS TO VISIT SO MANY CHILD CARE SETTINGS IN ONE DAY. NO WONDER YOU'RE ALWAYS IN A HURRY.

Module	Hour	Handout
11	3	5

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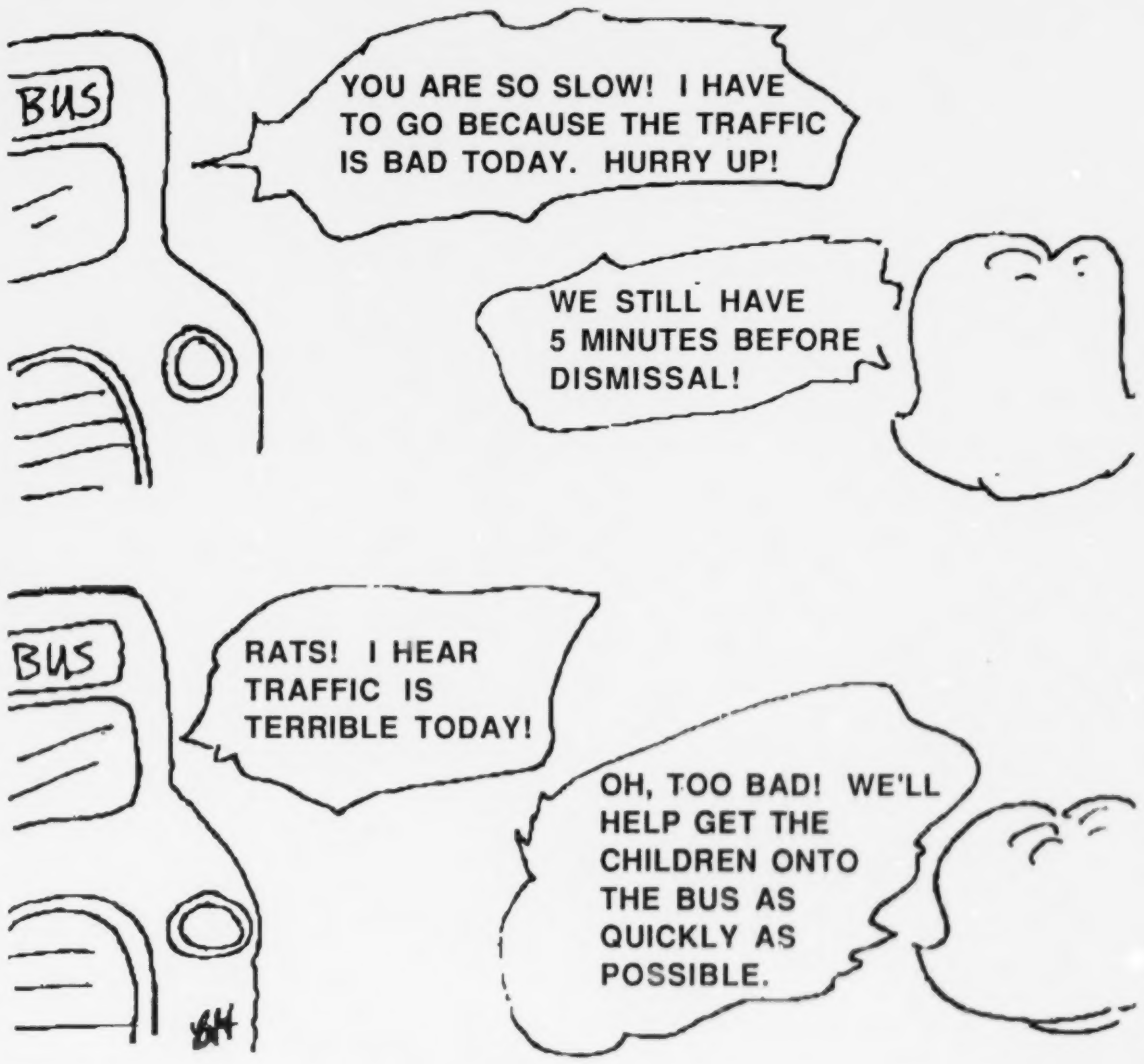
It's possible to cooperate with someone who is expressing irritation or anger, as long as you're not being attacked.


BUS
YOU ARE SO SLOW! I HAVE TO GO BECAUSE THE TRAFFIC IS BAD TODAY. HURRY UP!
WE STILL HAVE 5 MINUTES BEFORE DISMISSAL!
BUS
RATS! I HEAR TRAFFIC IS TERRIBLE TODAY!
OH, TOO BAD! WE'LL HELP GET THE CHILDREN ONTO THE BUS AS QUICKLY AS POSSIBLE.

Module	Hour	Handout
11	3	6

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Brainstorm to find a mutually agreeable solution.

Module	Hour	Handout
11	3	7

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Agree Upon Suggestions

**Decide which suggestions you like,
which you don't like,
and which you plan to follow through.**

Module	Hour	Handout
11	3	8

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Ways to Gain Confidence*

(By Becoming Competent)

- Get involved.
- Show commitment and loyalty.
- Be steady and reliable.
- Be responsible.
- Be knowledgeable.
- Set a good example.
- Keep growing.
- Be a team member.
- Act competent.

*Adapted from Karrass & Glasser (1980).

Module	Hour	Handout
11	3	9

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How To Give Praise

- Praise the act, not the person's character.
- Avoid praising expected behavior.
- Recognize a person's feelings.
- Identify what is being praised.
- Be creative and descriptive.
- Personalize praise.

Adapted from Ginot (1972).

Module	Hour	Overhead/ Handout
11	3	10

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Appendix C

Reproducible Forms for the Six-Week Follow-Up Activity

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The Six-Week Follow-Up Activity

MITCH Module 11
WORKING TOGETHER:
Communication Skills for
Parents, Caregivers, and
Other Professionals

These completed forms should be sent to:

Name _____

Address _____

_____

_____

These forms are due at the above address by _____
date

Directions:

Caregiver should follow directions and assignment on the following pages.

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Name _____

Date _____

MITCH Module 11

1. Name and describe three common road blocks to communication that you have encountered at your center.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

2. What did you or someone else do about each?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

3. Explain briefly a problem solving technique that you have recently used.

   _____

   _____

   _____

4. Describe six different ways you have used praise in your interaction with a child.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

5. Tape record a short (one to three minutes) verbal exchange you have with a professional, or allow the tape recorder to run while you are in a classroom. Play it back to yourself. Evaluate your use of words. (If you cannot tape a conversation, try to recall one, shortly after it happens and answer the following questions.)

   Did you convey your message?

   Yes_____ No _____

   Were you telling the whole story?

   Yes_____ No _____

   Were your words helpful, directive, harmful?

   Were you listening to what was being said?

   Yes_____ No _____

6. If you are not satisfied with the way you handled the above situation, rewrite the conversation as you wish it had taken place. Use another sheet of paper.

For ease of use, instructor is encouraged to remove the staple on this booklet and place the module into a three-ring binder.

Trim the binder identifier to an appropriate size, and affix to the spine of the binder.

BINDER IDENTIFIER

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals

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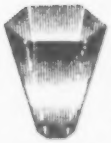

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

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